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author states the problem thus: "The health of well children should be protected and conserved, defects which interfere with mental development should be treated and, so far as possible, cured, that the school environment and educational method may at least not contribute to ill health." The solution offered for this problem is the appointment of trained school nurses as health supervisors, following the precedent already established in appointing trained specialists for the teaching of art, normal training, music, physical education, domestic science, etc. The history and development of the movement to provide school nurses is described in considerable detail.

The functions of the school nurse are many and varied; the chief ones are (a) assistance to the school doctor in his visits of inspection, preparing children for examination, recording data, testing hearing, vision, etc.; (b) routine inspection of classrooms, and treatment of minor ailments and accidents; (c) instruction of children in personal hygiene and sanitation; (d) work in the homes—notifying physicians, instruction of mothers in the care of children, taking children to dispensaries, dental clinics, etc., for treatment, when necessary. The school nurse also co-operates with physicians and committees in fighting tuberculosis and infant mortality.

The last two sections of this monograph contain much practical information concerning the organization and administration of school nursing and the preparation of the school nurse.

In the article on the professional training of children's nurses, Miss Read emphasizes the need for intelligent and trained caretakers of little children, either in private homes or in institutions. A serious obstacle to progress in attracting capable young women to this new profession is the practice of treating nursery maids as domestic servants, calling them by their first names, and having them eat their meals in the kitchen with other servants. Miss Read reviews the situation in England and America, showing what is being done now and making suggestions for future development.

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Constructive Exercises in English. By MAUDE M. FRANK. New York: Longmans, Green & Co., 1909. Pp. x+154.

High School English: Book One. By A. R. BRUBACHER AND DOROTHY E. SNYDER. New York: Charles E. Merrill Co., 1910. Pp. xv+355. \$1.00.

Enlarged Practice-Book in English Composition. By ALFRED M. HITCHCOCK. New York: Henry Holt & Co., 1909. Pp. xiv+374. \$1.00.

That the teaching of composition in the high school would profit by simplification is explicitly recognized, at least in the prefaces, by the writers of these three books. The test of the pudding, however,—. And these books differ markedly, in the texts themselves, as to what simplification means. The problem is not a simple one, and therefore it is with as much humility as is consistent with a reviewer's omniscience, that a suggestion is here made toward an analysis of the situation.

It is possible to make high-school students learn, more or less by rote, whatever is set before them. Some things it is valuable to learn by rote and some things it is not. This distinction might reasonably be drawn between things which are more or less arbitrary and things which appeal to the reason—between facts and principles. In the study of English the division would fall between the study of English usage and the principles of composition. The former—usage—is clearly teachable. A knowledge of usage, then, because of its intrinsic fundamental value, and because of its undisputed teachableness, the high-school book may without doubt try to inculcate. The extreme of simplification would be to reduce the text to these matters. And one wonders at times whether there is anyone who would object to the English of a high-school graduate, whether in college or not, whose training had gone no farther than to enable him to make a perfect manuscript, to spell and capitalize and punctuate correctly, to use perfect grammar, to write a properly constructed sentence, and to use words with a precision commensurate with his maturity. These matters are arbitrary, and can be taught. There is certainly a question as to whether anything more should be taught until these matters are well established.

The high-school student, however, has a reason as well as a memory. What has complicated the teaching of high-school English has been the degree to which this reason has been depended upon—the degree to which the principles of composition have been involved. Everyone who really writes knows how intimately and subtly the principles of his art are related to the individual body of ideas with which he is at any one time grappling; and knows how subtly the same principle varies in its application to different ideas and different kinds of writing. To learn these things by rote is fatal. The question as to the average high-school student is, Does he really have the body of thought which will vitalize the principle? That he can be made to learn it as a rule there is no doubt, but that he can be made to feel its vital worth in guiding his thought is a matter of grave question. The usual result of such teaching, if it is carried on extensively, is the premature sophistication of the student to a technical vocabulary which he does not vitally understand, and the dulling of his ability to learn, later, when his thought has created a need for the instruction. If he never receives later instruction his case is all the worse.

The *Constructive Exercises in English* is almost wholly devoted to those matters which have to do with the reasoning powers of the students in the application of the principles of composition to mature bodies of thought. The exercises and illustrations are the stuff of mature minds.

High-School English is far better adapted to the end it has proposed for itself. Part I, which comprises one-half of the book, is concerned with grammar, and a full third of the rest is devoted to the simpler aspects of composition treated without technical terms. Even the chapters on the forms of discourse do not go very far beyond what the intellectually more mature student could be made to understand. There is, however, an ominous note in the legend "Book One" on the title page. Are the writers really going to commit such folly?

The *Enlarged Practice-Book* has done still better in adjusting its teaching to the minds of its readers. It begins by giving them, without technical terms and with simple and stimulating illustrations, some of the simpler and more

obvious directions as to how to proceed in the various kinds of writing. Most of the rest of the book is devoted to matters of English usage. Even the rhetorical parts of it are limited to such simple concerns, and done in such simple language, that there is little appeal to what the student could not understandingly apply to his own writing.

Prose Literature for Secondary Schools: With Some Suggestions for Correlation with Composition. Edited by MARGARET ASHMUN, with an Introduction by WILLARD G. BLEYER. Boston: Houghton Mifflin Co., 1910.

The object of this book is to provide models—for the most part narrative models—for imitation in composition. Just why in the whole rich range of English literature it should be so almost exclusively American in its selections, and why in the fair field of American literature it should hit upon the jejune, the ill-constructed, the intolerably wordy "Goliath" of T. B. Aldrich, or one of the least significant stories of all the wealth of Hawthorne, are questions not to be answered by consulting the merits of the case. The rest of the selections are, however, good reading, chosen for their simplicity and directness. Each number is followed by notes, suggestive questions, and a list of allied theme topics. If there is a journalistic implication in the questions they at least inculcate the virtues of journalism. The selections from Thoreau, Irving, and Francis Parkman are especially good.

How to Teach English Classics: Suggestions for Study, Questions, Comments, and Composition Assignments on the Books for Careful Study on the List of College Entrance Requirements. By CHARLES SWAIN THOMAS. (The Riverside Literature Series.) Boston: Houghton Mifflin Co., 1910. Pp. iv+132. \$0.15.

This handy little book, in addition to a suggestive introductory essay on the "Principles in Teaching English" and a suggested "Course of Study in English for High Schools," contains questions and comments on Milton's minor poems, *Macbeth*, Burke's *Speech on Conciliation*, Washington's *Farewell Address*, Webster's *First Bunker Hill Oration*, Carlyle's *Burns*, and Macaulay's *Johnson*. The questions and suggestions are unusually well calculated to get at the significance of the classics studied. Such vulgarization as is contained in the direction to write a modern newspaper account of Macbeth's murder is comparatively rare. The book is written for teachers rather than for students, and such things may be suppressed in transit.

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